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PRESIDENT'S REPORT
1969-1970

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REPORT OF THE PRESIDENT

To the Trustees and Overseers of Bowdoin College:

I have the honor to submit the following report for the academic year 1969–1970.

I. THE EVENTS OF MAY 1970

The calling of a strike at the College in May overshadowed all other events of the academic year and hence deserves extended comment. At an open meeting held in the gymnasium on May 5, the Bowdoin College community decided to go on strike for an indefinite period in protest against developments in Southeast Asia and at Kent State University. The action taken was very similar to that which occurred on numerous other college campuses at the same time. It was affirmed very strongly at the time that this was not a strike against Bowdoin College, but that it was a protest against the tendency of national policies. As it turned out, the word *boycott* would have described the circumstances more accurately.

Reactions to this development, both on and off the campus, were varied. Some sense of the range of opinion can be gathered from some excerpts from letters received in my office in the days following the decision to go on strike. Many were hurt, confused, and hostile to the developments. One parent wrote, "I am deeply disturbed by the recent decision to suspend normal instruction and examinations at Bowdoin. The fact that it was arrived at by a vote of students and faculty is irrelevant." An alumnus noted, "I haven't a figment of patience with the so-called strike at Bowdoin." Another alumnus referred to the word *strike* as "a degrading word to describe an indefensible action." One parent referred to the present generation of students as "spoiled, over-fed, rock-throwing renegades." Some people wrote in the vein of one alumnus who commented, "You have received my last contribution, at least until you all are replaced by a patriotic president and a student body that loves their country more than themselves." Others, however, reacted very differently to the same events. I should note, in fact, that the mail received in my office was fairly evenly balanced. An alumnus wrote, "Bowdoin has at last returned to the traditions of a

hundred years ago when injustice and immorality in government were not allowed to go unchallenged. The traditions of the College when I was a student were more often than not an excuse for inaction, for stagnation. Now, and in the recent past, they have begun to take on real meaning again." Another alumnus commented, "It sounds as though a democratic experience is being provided by the College during these times of crisis and as though creative results will be seen. I support the College's involvement in this world." Another writer stated, "This vigorous response to a national crisis can only add to the integrity of the academic community which is the College's end and purpose. I'm glad to be an alumnus."

The foregoing excerpts are not designed to justify any particular view about the strike, but simply to indicate the vast range of opinion about it. The essential question is, how did the College respond to these unprecedented events? In the first place, it should be noted that in the midst of a movement that has been highly emotional, events on the campus have taken place in an atmosphere of calm, civility, and respect for others. There has been no violence or threat of violence of any kind on campus. In the second place, it is important to remember that considerable efforts have been made to protect the academic program at the College. From the very beginning of the strike, the Faculty pledged itself to be available to students who wished to continue their academic pursuits. There is no point in denying that a number of the normal attributes of the academic program were displaced, but those students who seriously wished to continue their work were afforded the opportunity to do so through individualized instruction by members of the Faculty. There was considerable discussion as to what should be done about grades in these unusual circumstances. A set of grading options was worked out by the Recording Committee, which meets under the chairmanship of the dean of the College. The options were accepted overwhelmingly by both students and faculty members as the means most likely to ensure both that students who wished to do so could complete their work on schedule, or receive credit for it if it were already completed, and that students who conscientiously felt that they must devote their energies to expressing opposition to the war could defer completion of their academic requirements

to a later date without prejudice. No doubt some will criticize the nature of the options, but they appear to me, as they do to faculty and students, to be the fairest and most honest way to deal with a multiplicity of conditions in an unusual situation.

Some observers have expressed themselves in cynical fashion about the activities of students and faculty during the strike. From the perspective of the campus itself, things look rather different. No doubt some students used the unusual setting to avoid doing scheduled work, though I doubt that the number who did exceeded that which would have been the case under normal circumstances. Most students, however, focused their concern on widespread efforts at peaceful and constructive persuasion. Seminars and meetings were held on a variety of subjects; the exchange of views was frank and useful. Discussions were held with political leaders including Senators Smith and Muskie and Congressman Kyros. Much attention was paid to the meeting of the Democratic State Convention, and the students were successful in their campaign to influence the drafting of the Democratic State Platform.

Two implications seem to me to have emerged from the strike issue. In the first place, I cannot stress too deeply the extent of this college generation's sense of outrage at the recent course and conduct of the present national government. As citizens of this country, they are free to form an opinion about the conduct of national affairs; the opinion which they have formed is one of great upset about what they see as the trends developing in this country. I can understand the frustration which they feel as they attempt to communicate that concern. In more peaceful times when I was first contemplating the contents of this report, I had thought of writing a section on the impact of the federal government on education. That section would have reflected some of the same sense of frustration. In the course of the year, various sectors of the government in words and actions have shown insensitivity to education and the problems of the campus. The bickering over the HEW appropriations was hardly calculated to inspire any educator with confidence. The almost total administration neglect of the Brock Report, coupled with the unfortunate and reiterated comments of the vice president about education, indicated an apparent lack of understanding about the situation on American campuses. Much of the

discussion of the Tax Reform Bill was hostile to education in general, and to private education in particular. The stated unwillingness of the president to be influenced by views emanating from the campus was at best a goad prodding students and others towards more direct expression. Everyone these days talks a great deal about the importance of communication; there has seemed recently to be great difficulty in ensuring such communication with the national government. This is all the more tragic because the great majority of students are reasonable and constructive young people who care intensely about the best in America. They are deeply concerned about where we, as a nation, may be heading. If the leadership of the country cannot stop to listen to them, it will be playing into the hands of the extremists because it will bit by bit destroy the basic trust of our youth in the orderly processes of government and perhaps even in the traditional goals of our society.

The second implication of the strike worth pondering is the question of academic freedom. Many of those who commented on the events at the College questioned the propriety of students criticizing the policy of the government; some suggested that the utterances of certain members of the Faculty should be curtailed. Neither of these suggestions seems appropriate to an academic institution. Both students and faculty are entitled to express their views on national and collegiate policy. The attack or even the implied attack on the right to criticize and to dissent is dangerous because it will destroy the very subtle fabric that a college community really is. Such attacks threaten that which is most important and unique about the college: the preservation of academic freedom. The college is and must continue to be a place that provides for the interplay of diverse opinion, much of it unpopular. A college should not be the reinforcer of accepted dogma. The issue of the strike must lead us to consider whether we are losing faith in the central message of John Stuart Mill as expressed in his *Essay on Liberty*. He wrote in that essay: "Even if the received opinion be not only true but the whole truth, unless it is suffered to be and actually is vigorously and earnestly contested, it will be, by most of those who receive it, held in the manner of a prejudice with little comprehension or feeling of its rational ground." I think that is the spirit

which is central to the purposes of the College, and it is that which we have tried to preserve during the unusual period of the strike.

II. CURRICULAR DEVELOPMENTS

The present year at the College has witnessed the continuation of wide-ranging discussion of the College curriculum. On the recommendation of the Committee on Curriculum and Educational Policy, the Faculty has voted to request the Governing Boards to make extensive changes in the nature of graduation requirements. In the past the requirements for graduation from Bowdoin have been modified in various ways. Within the last few years these modifications have taken the form of the reduction of specific course requirements for graduation. In moving away from specified course requirements, Bowdoin is part of a trend noticeable in almost all the leading liberal arts colleges. The decision to implement such changes was not made, however, because Bowdoin wished to follow the pattern established by any other institution. The decision was made because it was felt to be the correct one in the context of Bowdoin's curricular development at the present time. The Curriculum and Educational Policy Committee indicated as its intent a desire to substitute for those requirements imposed externally by the institution a set of self-developed "requirements," growing out of the motivation and reflection of each student. Careful study by the Curriculum and Educational Policy Committee indicated that the externally imposed requirements were not producing the educational results that had been intended when they were imposed originally. The committee felt that a better chance of achieving those educational results might well come about through the abolition of the requirements.

Beginning next year, if the Governing Boards approve the recommendations of the Faculty, students presenting themselves for the degree will be expected to have completed thirty-two courses satisfactorily and to have met the requirements of their major department. In the course of fulfilling these requirements, the students will meet regularly with their advisers to review their selection of courses and to plan for future choices. It should be noted that the proposals of the Curriculum and Educational Policy Committee were accompanied by plans for a more intensive advisory

system. Still, the changes will involve the student himself far more than has been the case in the past in the shaping of his own liberal education. The new edition of the College's *Guide for Selecting Courses* states the matter clearly: "This new freedom is based on the assumption that a student has come to Bowdoin in good faith and that it is a liberal education he seeks. Courses, it is assumed, do not simply lead to other courses in the same subject, but properly taught, they raise questions and evoke curiosity that other disciplines must satisfy. The movement from subject to subject occurs not because it is prescribed or because continuation in the same subject is denied, but because the student finds the movement right for his intellectual needs."

It is, of course, possible that these new arrangements may ask too much of adviser and student. Yet if dissatisfaction with the proposed arrangements does emerge, it should generate a new and fresh look at the question of what ought to constitute a liberal education. Such a question is one which the College must constantly face. The concept of the liberal arts is hardly a static idea. It has constantly evolved through time, and the College must be prepared to make alterations in its conception of liberal arts education as the world changes around it. In a sense the changes proposed by the Curriculum and Educational Policy Committee have faced the question in a negative manner by suggesting that the conventional requirements up till now insisted upon are *not* the sole ingredient of liberal education. Now that the conventional requirements have been put behind us, the College should be able to think in new ways about educational experiences. In this sense the proposals made by the Curriculum and Educational Policy Committee are not so much a final position as they are the beginnings of an exploration of new ways to achieve some sense of the very real relationship between the liberal arts and the issues so troubling our times.

The independent study experiment being carried on at Coleman Farm is perhaps one aspect of such an exploration. The program, which involved considerable amounts of independent study and which attempted to create an environment conducive to the creative arts, was approved as a one-year experiment. It was hoped that it might serve to test the possibility that the creative student would function better in an environment radically different from that of

college dormitories and fraternities. Six Bowdoin students, all members of the Class of 1972, undertook special study programs consisting of two independent study courses and two regular courses while living at Coleman Farm during the current academic year. It is significant to note that the grades for the fall semester for the six students improved markedly over their grades during their freshman year. After review by the Curriculum and Educational Policy Committee, it was determined that the students' independent study projects were successful and that their care of the farm and their interest in the land and water surrounding it fully justified the academic and environmental expectations of the project. The program will be continued for another year with some change in personnel. What was said initially about the Coleman Farm experiment remains true at the present time. The College must continue to be flexible enough to try this sort of experiment. Should the experiment continue to prove to be a success, the College must have the wisdom and the courage to learn the lessons that have been taught.

One particular part of the College's program deserves separate comment—the ROTC program. After extended debate and discussions last year, the College negotiated a new arrangement governing the ROTC program. This arrangement continued the program on a voluntary basis without the granting of academic credit. It should be noted that the discussions with the Department of the Army leading to these new arrangements were cordial and cooperative. During the course of the present year, the new arrangements have been in effect except for members of the Class of 1970. There has continued to be discussion, some of it strident, much of it thoughtful, about the continuation of the ROTC program on the College campus. At the time of this writing the matter is still under discussion and has not been resolved clearly. I should stress my own feeling of the appropriateness of such discussion. No program at the College is in such a favored position that it cannot be discussed. The ROTC is no exception. It has been possible in the past to effect changes in the ROTC program as a result of student and faculty discussion, faculty recommendation to the Governing Boards, Governing Boards action, and negotiation with the Department of the Army. It is certainly the College's intention that any future changes

in the program should come as the result of the same orderly procedure.

III. AFRO-AMERICAN PROGRAM

During the course of the present year, the College has made encouraging progress in the development of an Afro-American Program. The Little-Mitchell House on College Street was renovated and restored during the summer and has become the Afro-American Center at the College. The restoration itself was an extremely successful project, and the College was commended by the Board of Directors of Design and Landmarks, Incorporated, for the design quality of the Afro-American Center, "which significantly improves the aesthetic environment of Brunswick, Maine." The center has served both as a focal point for the Afro-American Society and as a meeting place for the College community. The beginnings of a library in Afro-American materials have been made, and it is hoped to add to this significantly in the months ahead.

The center will also be closely connected with the developing academic program in Afro-American studies. Last year the Faculty established a Committee on Afro-American Studies to develop an Afro-American major. After careful study and review by the Committee on Afro-American Studies and the Curriculum and Educational Policy Committee, such a major has been approved by the Faculty on an interdepartmental basis. The major will consist of certain core courses including work in Afro-American history, a seminar on problems of Afro-American life, and a seminar on public policy and social change. The remaining courses can be selected from a list of courses approved by the Committee on Afro-American Studies in a number of departments, including art, economics, education, English, government, history, and sociology.

The development of the Afro-American major represents the recognition of a significant field of study hitherto unavailable at the College. The program gives formal academic expression to the concern which during the past year has found expression in the informal programs of the Afro-American Center. It is vital for both black and white America that there be the opportunity to study and understand the black experience. The Afro-American Society has itself provided some considerable opportunities for this sort of

educational growth through lecture series, discussion groups, and a number of activities based on the theme, "The Contemporary Psychology of Black Aesthetics." In this way the society has helped to present the world of black America to the Bowdoin community. Through such activities at the center and the development of the Afro-American major, it is hoped that the College is making significant progress in its goal of understanding man.

IV. THE SENIOR CENTER

The Senior Center is now no longer a new experiment, but rather an established part of the College experience. Twenty-four seminars were taught in the Senior Program this year, twelve in each semester. It is interesting to note that although the program has been in operation for six years and a number of the seminars have been repeated from earlier years, twelve of the instructors have come into the program this year for the first time. The enrollments in the seminars have held up well. During the current academic year one seminar was required of seniors, but about three-quarters of the seniors took second seminars on an optional basis. During the spring of the current year, the Senior Center Council recommended, and the Faculty voted, that the seminars become completely optional. This action was, of course, in keeping with the more sweeping action of the Faculty in recommending the removal of all the remaining specific course requirements for the degree. It is important to note, however, that the Senior Center Council had considered this question independently of the general review of requirements. They indicated their opinion that the Senior Center Program was by now sufficiently well established that the seniors would continue to take advantage of it. The council has been liberal in the granting of waivers to those students who have requested them in recent years, and it does not anticipate that the change will result in any radical alteration in the pattern of enrollments in seminars next year.

As part of its function, the Senior Center Council has conducted a continuing review of the success of the seminar program. Early in the fall semester some of the students enrolled in seminars and some of the instructors reported to the council an indifferent attitude towards the seminars on the part of the students enrolled in

them. However, the reports of the instructors at the end of the semester suggested that most of the seniors had overcome this indifference. Moreover, the council found more enthusiasm on the part of both students and instructors during the spring semester. It is not to be expected that any educational program will be free from problems or that it will be able to avoid completely the danger of indifference. Despite the somewhat gloomy reports of the early fall, the Senior Center Council continues to regard the seminars as worthy contributions to the College curriculum, and it hopes for continued experimentation with new types of senior seminars, many of them treating material that is not ordinarily presented in the curriculum. As the program has developed, it has become possible for a number of faculty members to ask for seminar projects which differ from the conventional research paper. This encouraging development could be noted, for example, in the seminars on photography and on oral interpretation given in the current academic year. At the same time there continues to be accumulating evidence as to the effect of senior seminar teaching upon the college curriculum as a whole. For example, the seminar courses which will be offered by the Department of Philosophy for freshmen in 1970-1971 include two topics which the instructors have previously presented in the Senior Program.

The grading pattern for seminars (Distinction, Pass, and Fail) has, since the commencement of the program, been kept separate from that used for courses generally. On the recommendation of the council, the Faculty has voted to discontinue this separate grading system for the senior seminars, and beginning in the fall of 1970, the seminars will be graded on the same basis as other courses. Although the council recommended this change hesitantly, it was felt that the two systems were so similar since the abandonment of letter grades that the distinction between them had lost its meaning.

The Senior Center Program has also gained significantly in the course of the present year from lectures and concerts presented under its auspices. In terms of attendance, the two most successful lectures of the year were those presented by Tom Wicker of *The New York Times* and by Howard Zinn, radical social critic and member of the Boston University faculty. The success of lectures is

not, however, to be measured entirely by the size of the audience. Other lecturers have been equally successful in terms of intensity of interest generated by the participating students. Noticeably successful in this sense were the lecture and discussion on legal practice in socially relevant areas by Kent Spriggs, of the Class of 1961, and the lecture on education by Charles Toomajian, of the Class of 1965, now a graduate student and educational research staff member at Cornell.

The director of the Senior Center has written of the current year in the following terms:

The year 1969-1970 has strengthened my personal conviction that the Senior Center has been a highly desirable innovation for Bowdoin College. The year has been an unusual one, and the disruption of normal academic routine as a result of the nationwide protest over Cambodia and Kent State has been without precedent. The nation has been divided by these events, and so has the senior class. As a result of the opportunity for the exchange of ideas in the center, those students who have been troubled by their deepest personal concerns and frustrated by their apparent inability to resolve the problems of their society have developed an unprecedented solidarity. They have sought a constructive outlet. Working with other students, they have demonstrated that constructive activity in a time of crisis is possible. During the strike they have developed a pattern of political activity that has impressed older citizens. They have conducted discussions among themselves and with faculty on foreign policy and on the constitutional aspects of presidential leadership. They have presented programs on environmental control and pollution, they have worked on the "Zero Population Growth" movement, and they have helped pick up litter from the interstate highway.

Although the last few weeks have been distressing in some respects, they have been a time of searching for answers, a time of commitment. Neither the College nor the center will be quite the same again, and my observation of the students persuades me that both will be more intense and more vital in the years ahead.

V. COOPERATIVE EFFORTS

I noted in the *President's Report* last year that it was increasingly clear that an important element in the future of the private liberal arts college will be the development of cooperative programs. At the present time the College is involved in two such programs, and discussions are underway concerning a third. The most obvious of the cooperative programs has been the Twelve-College Ex-

change. Students at Bowdoin are now offered an opportunity to study for a year at Amherst, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wesleyan, Wheaton, or Williams; and by the same token students at these schools have an opportunity to study at Bowdoin. As a result of the twelve colleges pooling their resources in this fashion, students at each individual school have an unrivaled educational opportunity for enlarging their curriculum and widening their general educational experience. During the current semester eighteen Bowdoin students are studying at exchange colleges, and nine students, all girls from exchange colleges, are studying at Bowdoin under this program. Next year approximately twenty Bowdoin students will be away, and approximately twenty exchange students will be here.

In general, students participating in the program have done well academically and have reported, not surprisingly, that they have found their social lives pleasantly enhanced. Important from an institutional point of view have been the ideas and opinions which students have carried from one campus to another pertaining to colleges and educational problems.

The student exchange is presently the most active arrangement among these various schools, but it is envisioned that in time they will be able to cooperate in a variety of ways, including possibly the development of an urban center or graduate programs of a specialized type. As I noted last year, the educational possibilities of such cooperation are only bounded by the limits of the imagination of the men who conceive and administer them. New directions for the Twelve-College Exchange are being explored by the executive director, who is responsible to all the presidents of the participating colleges.

There has been less dramatic development so far in connection with the cooperative efforts envisioned by Bowdoin, Bates, and Colby. It is apparent that any significant cooperation will require the presence of a coordinator who can function in a manner similar to the executive director of the Twelve-College Exchange. A number of candidates for the post of coordinator have been interviewed by the three colleges during the course of the present academic year, but at the time of this writing no decision has been made about filling this position.

Still, the three colleges have come together to sponsor the first in a series of symposia on philanthropy and private education. This meeting at Bowdoin during the spring semester was attended by representatives of private schools and colleges from all of the New England states. Discussion ranged from the preparation of foundation proposals to the complexity of the new tax laws. By allowing for the opportunity to discuss significant problems over a two-day period, the three-college consortium performed a valuable service to private education in New England.

Currently under discussion by the College is a different kind of cooperative effort. For a number of years the College has maintained cooperative programs in engineering. It is now suggested that a similar program might well be constructed in the field of medical education. Specifically, discussions have been carried forward with Meharry Medical School in Nashville, Tennessee, during the course of the present year. If a combined program can indeed be set up, it will not only be an innovative step in medical education but it will also help significantly in the training of black doctors and physicians.

VI. ADMISSIONS AND STUDENT AID

Applications for admission to Bowdoin College reached a new high during the current year. Not only have the numbers of applicants increased but it is apparent that the quality of applicants has improved. It is becoming increasingly difficult to gain admission to Bowdoin College. At the same time, each entering freshman class stands in a position to make a unique and valuable contribution to the College. As of May 6, the Admissions Office reported the following information about the Class of 1974. Of 469 students admitted, 244 will matriculate here next fall. It is to be expected that the ultimate size of the class will be about 250. Of the 244 matriculants, 69 percent are from public schools, and 31 percent from independent schools. In comparison with last year's class, there is a definite improvement in the statistics concerning rank in class, reflecting the emphasis placed on motivation and high academic potential by the admissions officers and the faculty members who worked on the Class of 1974 committee. It is interesting to note in connection with Bowdoin's increasing geographical diversity that

the state of California will be sending eleven freshmen next fall, making it the fifth largest geographical group of freshmen.

During the course of the present year, the Faculty voted to make the submission of CEEB test scores optional for candidates for admission. While the decision attracted considerable favorable publicity, it appears to have had little effect on the applicants for the Class of 1974. Only 1 percent of the candidates failed to submit the scores this year. However, the announcement of this new policy came late in the recruiting year. Next year the new policy will undoubtedly be more widely known and followed, and a sounder judgment of its effects on applications can be made.

Two aspects of admissions deserve special comment. During the year the College held extensive discussions in connection with the recruitment of disadvantaged students. Although those discussions seem to have appeared to some outside the College in a different light, they were conducted with calm and cooperation. In planning for admissions for the fall of 1970, the College had anticipated the enrollment of approximately twenty-five black students. This would have brought the enrollment of black students in the College to approximately sixty-five in the fall of 1970, a number short of the goal set for that date at an earlier time. The Afro-American Society argued persuasively that a failure to move more clearly towards the goal seemed to indicate a lack of faith on the part of the College in its own commitment to increase black enrollment. After close, frank, and useful discussions, there was a reassessment by all concerned parties of both aspirations and realities. There was an agreed feeling that a sincere effort should be made to do something more than had originally been planned for the fall of 1970. Both the College and the Afro-American Society recognized that, given the complexities of the admissions process, no one could guarantee exactly how many students would, in fact, matriculate. As the result of considerable cooperative efforts, the College will come nearer its goal than had originally been anticipated. Of sixty-four black students admitted, thirty-two are expected to matriculate in the fall.

The second area of admissions which deserves special comment is the question of the admission of sons of alumni. While alumni sons will make up approximately the same percentage of the Class of 1974 as has been the case in the past, the number of applica-

tions from sons of alumni has risen sharply. This situation may give the impression that the College is being less fair to alumni sons than it has been in the past. Although this is not the case, those connected with admissions recognize the existence of a potential problem and desire very strongly to do something about it.

Bowdoin College administers a student aid program which is admirable. The capacity of the College to aid qualified students through scholarships and loans has been through the years one of its finest attributes. At the present time the situation has become increasingly complicated. Like most private colleges, Bowdoin has had to raise its tuition for next year in order to help meet the increased costs of running a college today. The inevitable result is that an increasing number of middle-income families find the cost of a Bowdoin education prohibitive. Scholarship and loan funds, therefore, must meet not only the needs of disadvantaged and low-income families but also the new needs of middle-income families. This year, for example, the scholarship grant budget was \$582,000, but the request for 1970-1971 was \$815,700, an increase of \$233,700. In practice every student receiving financial aid receives part of his aid in loans and part in an outright grant. Presently, our average loan is close to the \$1,000 per year NDEA debt limit. Cumulatively, the average student receiving financial aid graduates with an indebtedness of from \$2,700 to \$3,700. The solution to the dilemma faced by student, family, and college can be found only partly in increased efficiencies on the part of the College. Additional funds through foundations, the federal government, and private individuals must be found. The maintenance of a quality program of student aid is a prerequisite for the continued health and development of Bowdoin College.

VII. STUDENT LIFE

Certain developments connected with student life during the course of the present academic year merit special attention. There has continued to be considerable discussion of the status of fraternities at the College. At the close of the academic year last year, one of the College's fraternities decided to disband. The eleven remaining fraternities have all made it through this year, although a few of them find themselves in a marginal condition as a result of

shrinking membership. While the College does try to be helpful to the fraternities in various ways, the basic problem remains that there are presently more fraternities than there are students genuinely interested in fraternity life. During the course of the present year, students and faculty working together on a suggestion made by the Study Committee on Underclass Campus Environment have set up some criteria to determine at what point the numbers in a fraternity have fallen so low that financial difficulty and general demoralization will inevitably follow. At that point special remedial efforts will be put into effect, but if they do not succeed, the College will recommend that the fraternity close.

One very encouraging feature of fraternity life should, however, be noted. In general, the concerns of the campus this year for national problems and foreign policy have been the concerns of fraternity members too. This means that the charge so often made in the past that fraternities appear to be indifferent to issues beyond themselves no longer holds as a completely true statement.

As might be expected, there has been during the year widespread interest and participation in undergraduate athletics. The great success of the hockey team is well known to all members of the college family. A special waiver was obtained from the Presidents' Agreement governing athletics in order to allow the team to compete in the ECAC Division II Hockey Tournament. There has been among the presidents concerned and also among the presidents of other similar colleges considerable discussion of the terms of that agreement. It now appears likely that Bowdoin will join approximately twelve other colleges in adopting a standard set of policies governing intercollegiate athletic competition. These policies are based substantially on the Presidents' Agreement of Amherst, Bowdoin, Wesleyan, and Williams. The terms of that agreement have been liberalized somewhat to permit postseason play under very special and regulated circumstances. Colleges in the new conference will not be limited to competing with one another, but their similar nature makes competition inevitable in a number of sports. The result will be competition on a more equitable basis, while at the same time avoiding the pressures inherent in any tightly structured competitive league.

The College has continued to resist the temptation to play fresh-

men on varsity teams, despite the relaxing of ECAC regulations in this regard. It is the intention of the College to continue this policy except for sports which operate under relatively low pressure and where the number of students involved is not large enough to make up separate varsity and freshman teams. Sports such as cross-country, skiing, and wrestling can very likely benefit from combining freshman and varsity squads to become more competitive and enjoyable for the team members and more economical to run for the College.

It has also been recommended during the current year that physical education be dropped as a degree requirement. This proposal, which has been forwarded to the Governing Boards, can be seen as a part of the general move to drop degree requirements in specific areas. It is important to stress that the change does not in any way herald an end to physical education at the College. Classes and instruction will continue to be offered in a variety of activities.

No comment on student life would be complete without reference to the counseling services of the College and to the problem of drug use on the American campus today. Last fall the College reinstituted a counseling office with Dr. Donald E. Cowing as the college counselor. The office has been located on the second floor of the Moulton Union, where Dr. Cowing is available on a casual and informal basis to talk with students about either personal or educational problems. During the course of the present year, Dr. Cowing has seen approximately 10 percent of the student body. Needless to say, the nature of the problems and their intensity have covered a wide spectrum. There is, however, no doubt that the students have found in these especially trying times a very necessary and helpful service in the counseling office. Its presence must be reckoned as one of the major gains during the current year.

There has been much comment in the press and elsewhere about the drug problem on American college campuses. There can be no doubt that a problem does exist and that it poses particularly complicated questions to the College community. The College in general and the dean's office in particular are very much aware of the difficulties posed by the presence of drugs in the culture of the young. We are aware of such problems not only because we read and hear about drugs but because of the involvement of our own

students in spite of our efforts to educate them to the dangers involved. During the course of the present year, the death of one Bowdoin undergraduate is clearly attributable to drugs, and the departure of another student from College because of post-hallucinogenic effects is also attributable to the same cause. Through the Infirmary, the Office of the College Counselor, and the Office of Dean of Students, as well as through various meetings, lectures, discussion groups, and movies, the problems of drug use have been presented. The College has also made perfectly clear to students in a notice from the dean's office that the College is not a sanctuary from the laws of the state and nation, and that compliance with these laws on the part of students is expected. The freedom and independence essential to a liberal arts campus prohibit the dean's office from playing the role of policeman or investigator, but when abuses are self-evident, then the College has taken appropriate action, for the conditions necessary to rational inquiry cannot prevail where drugs are in use. The problem, of course, does not exist in isolation at Bowdoin, and its resolution must depend upon forces beyond those under the control of the College. In the meantime, the College confronts the problem by trying to be educational, constructive through counseling, and firm in action.

VIII. COEDUCATION

There is no question about the general desire of students and faculty to see Bowdoin become a coeducational institution. Although an all-male college has been a pleasant experience for many people, it has seemed to others to have become increasingly an anachronism in a day of complex social needs. As is so often the case, however, the distance between the desire to have something and the ability to achieve it is large. The desire to move in this direction was indicated in the report of the Study Committee on Underclass Campus Environment. That report stated in part: "We have concluded that Bowdoin should abandon its long tradition as an all-male college. We believe that some form of coeducation is one of the most pressing needs of the College." At their June meeting last year, the Governing Boards passed a vote authorizing an increase in the size of the College to circa 1,200, "it being also understood that some of these programs may involve the inclusion of

women in the undergraduate student body." Consideration of the implications of this vote was referred by me to the Faculty Committee on Admissions and Student Aid under the chairmanship of Professor Edward Geary. The members were set the task of developing specific recommendations with respect to increasing the size of the student body and with respect to coeducation. Their report has been submitted to the Policy Committee of the Governing Boards and is at the present time under discussion. It involves a proposal for coeducation calling for the admission of thirty women to the freshman class and thirty women to the junior class in the fall of 1971. Through a series of steps the coeducational enrollment would grow to approximately 300 by 1976. The cost of expansion is large, however, and although certain efficiencies in instruction and administration would permit some economies, the total cost may well be beyond the means of the College at the present time. The initial year of a coeducational program raises few problems which the College cannot handle, but expansion thereafter requires new buildings, an enlarged faculty, and changes in present programs such as physical education and the Infirmary, none of which is without cost. Whether funds can be anticipated in the foreseeable future to meet the inevitable costs of coeducation at Bowdoin will be a major question for discussion by the Governing Boards in their upcoming meetings. It seems probable that some adjustments, both in expectation and in timing, will have to be made in order to take cognizance of the financial realities of the present moment.

IX. THE FUTURE

As the College ends what has been an unusual academic year, many questions and problems are left unresolved. During the course of the past year there have been frequent discussions about the structure of College governance. At the present moment there is a committee of students and faculty members working on the question of the governance of the undergraduate college, and another committee, composed of members of the Governing Boards and representatives of the Alumni Council, of the Faculty, and of the students, working on the problem of the structure and functioning of the Governing Boards. The deliberations of these two

committees will be of major importance. This importance stems from the great need in a time of changing conditions to create a system at the College for fair and flexible decision-making. It is to be suspected that the patterns of the past may not be correct for the present time. In a period when education as an institution is under great stress and frequent attack, the need for community involvement and understanding cannot be denied.

Some steps have already been taken to improve the governance structure of Bowdoin College. As a result of recommendations of the Faculty last year, there have been student members on nearly all major faculty committees during the current academic year. By action of the Governing Boards, faculty representatives attended the midyear meetings of the Trustees and Overseers as nonvoting observers. At the midyear meetings the Governing Boards authorized the president to invite students to attend the June meetings of the Boards under similar conditions. It is the feeling of almost all concerned that the experience gained in these ways has been very useful. The student contribution to committees has been a significant help during the current academic year. Faculty members who attended the meetings of the Governing Boards in February were able to bring to those meetings a direct expression of faculty views which the Boards found instructive. It is to be expected that the student members will be able to do the same. These steps are, however, only a beginning, and a coordinated look at the governance structure is at this time much in order.

As the College faces the future, it is clear that certain needs remain outstanding. Especially would I mention in this regard the problem of faculty salaries. It is essential for the College that the quality of its Faculty be maintained at a high level. At the present time Bowdoin has an excellent Faculty. As a body they are devoted to teaching, and they manage to publish significant research as well. The faculty members have shown themselves to be patient and understanding guides to the students in a period of great confusion. But comparatively speaking, the salaries paid to the Bowdoin Faculty are falling behind those of other top-grade colleges. It is to be hoped that the improvements in faculty salaries made this year will arrest that deterioration; perhaps they will begin a reversed trend. In any case, it must be clear to all those concerned with the

future of the College that an improvement in the situation of faculty salaries is a matter of top priority for the College.

The same could be said about the needs for scholarship funds. I have already commented on these at an earlier point in the report, but I would take this opportunity to reiterate the view that an increase in the funds available for scholarship aid is a prerequisite for the continued success of Bowdoin College.

It is important, too, that increasing attention, both in time and in the search for money, be given to the support of the arts at the College. To be sure, much excellent work is done here in the arts. One can think of the Contemporary Music Festival, which has given Bowdoin a distinguished place in the American music world; one can think of fine productions in Pickard Theater; one can think of the excellent shows arranged by the Museum of Art. Yet all of these programs are operating under very tight budgetary limitations, and this has hindered the development of these programs. The problem of supporting the arts is a national one, and it is reflected very clearly in the local situation at Bowdoin College. The College must make considerable efforts to see the arts properly supported. At the present time imaginative projects in the arts abound, many of them of an interdisciplinary nature, almost all of them potentially exciting contributions to the Bowdoin scene. Those imaginative projects must not be allowed to die for lack of funds.

Finally, I would note among those areas in which the College has exceptional need at the present time, the library. The costs of maintaining an adequate library mount steadily. At the present time Bowdoin is blessed by an outstanding collection, but we need to maintain it, and we need to maintain the service which makes this collection useful to students and the scholarly fraternity in general. We should pay special tribute to the work of the staff in their efforts to see this accomplished, but it is apparent that the library's needs exceed the income presently available.

Such needs as these are pressing and current. Solving them will help to maintain the present quality of the College. It is imperative, however, to think beyond this level. There are many alternatives for future growth of the College which have been discussed in recent years. These would include new subject areas at present untouched by the Bowdoin curriculum, the development of coeduca-

tion, the expansion of advanced studies. Such alternatives for future growth are greatly needed by the College. Each of them will present problems of funding, yet those problems must be overcome if Bowdoin is indeed to prosper.

As we enter the decade of the 1970s, the College is facing many challenges. The British historian, Arnold Toynbee, noted that it was the stimulus provided by challenge which led to constructive response and hence to progress. I am convinced that Bowdoin College has the strength and the ability to innovate in the face of challenge and hence not only survive but prosper. I am convinced that the vast majority of the Bowdoin family is interested not so much in preserving a static image of the College as it is in seeing it able to respond quickly and creatively to a rapidly changing world. The 1970s will be a period of promise, even though the challenges will be great. There is now a sense of urgency about problems which have plagued mankind for generations. Not all those problems will be solved, nor is the College the place to attempt all the solutions. But if the College does not default on its obligation to be an academy devoted to the common good, and if it is supported for its boldness in asserting that purpose, it need not fear that its reputation as a leading institution will be in any way impaired.

OF PERSONS AND POSITIONS

DE MORTUIS

Charles A. Cary, LL.D., of the Class of 1910, overseer from 1947 to 1951, trustee from 1951 to 1965, trustee emeritus at the time of his death, and retired vice president of E. I. du Pont de Nemours and Company, died on January 22, 1970. Following his graduation *magna cum laude* he entered Massachusetts Institute of Technology, from which he received a bachelor of science degree in 1912. For many years chairman of the Governing Boards Visiting Committee, he was one of the few alumni ever to have received two honorary degrees from Bowdoin—a master of arts in 1950 and a doctor of laws in 1963. He was also the recipient of the Alumni Service Award in 1960 and of a special citation from the New York Alumni Club in 1963 for “his outstanding and inspiring leadership” as national Capital Campaign chairman in 1962–1963. In 1956 he established the Faculty Development Fund, with the in-

come to be used "as shall be deemed to be most effective in maintaining the caliber of the Faculty." Survivors include his wife, Frances Campbell Cary, and two sons, George F. Cary II '35 and Campbell Cary '46.

Major General Wallace Copeland Philoon, USA (Ret.), of the Class of 1905, overseer from 1941 to 1960, overseer emeritus until his death, and commanding general of the Infantry Replacement Training Center at Fort McClellan during World War II, died on January 16, 1970. Following his graduation he entered the United States Military Academy at West Point and received a bachelor of science degree in 1909. Awarded an honorary master of science degree by Bowdoin in 1944 and the Alumni Service Award in 1948, he served from 1947 to 1949 as chairman of Bowdoin's Sesquicentennial Fund. He was class agent in the Alumni Fund in 1946-1947 and from 1966 to 1968. Since 1951 the General Philoon Trophy has been awarded each fall to the member of the senior class who has made the best record at the ROTC summer camp. The Philoon Trophy, established in 1960, is presented each fall to the nonletter winner of that season who has made an outstanding contribution to the football team. Survivors include his wife, Mary Grayson Philoon; a son, Wallace C. Philoon, Jr. '45; and a brother, James E. Philoon '13.

George O. Cutter, M.B.A., of the Class of 1927, member of the Board of Overseers and retired director of the comptroller's staff of the Fisher Body Division of General Motors Corporation, died on February 9, 1970. Following his graduation, he entered the Harvard Graduate School of Business Administration, from which he received a master of business administration degree in 1929. After teaching at the Business School, he joined the Fisher Body Division in 1931 and remained there until his retirement in the fall of 1969. In Bowdoin affairs he was secretary of the Class of 1927, had served as both secretary and president of the Bowdoin Club of Michigan for many years, and was Detroit area chairman of the Capital Campaign in 1962-1963. He was elected to the Board of Overseers in June 1963 and was serving as a member of the Committee on Grounds and Buildings and the Committee on the Planning of Buildings. Survivors include his wife, Anne Barton

Cutter; two daughters; and a son, Army Lieutenant G. Stanley Cutter '67.

Alfred O. Gross, Ph.D., Sc.D., an internationally known expert on birds and wildlife and an active member of the Faculty for forty-one years, died on May 9, 1970. At the time of his death he was professor of biology emeritus and Josiah Little Professor of Natural Science Emeritus. A graduate of the University of Illinois, he took a doctor of philosophy degree at Harvard in 1912 and joined the Bowdoin Faculty the same year as an instructor in biology, embryology, and histology. In 1913 he was promoted to the rank of assistant professor, and in 1922 he was named full professor. He assumed the Josiah Little chair in 1950. A Fellow and Patron of the American Ornithologists Union, he served as official United States delegate to the International Ornithological Congresses in Sweden and Switzerland. In 1934 he served as ornithologist on an Arctic expedition with Admiral Donald B. MacMillan '98. From 1935 until his retirement in 1953, he was director of the Bowdoin Scientific Station on Kent Island. Survivors include a daughter and two sons, William A. O. Gross '37 and Thomas A. O. Gross '40.

Nathaniel C. Kendrick, Ph.D., LL.D., an active member of the Faculty for 38 years and dean of the College from 1946 until his retirement in 1966, died on September 2, 1969. At the time of his death he was dean of the College emeritus and Frank Munsey Professor of History Emeritus. A graduate of the University of Rochester, he did his graduate study at Harvard University, receiving a master of arts degree in 1923 and a doctor of philosophy degree in 1930. Following study in London and Vienna, he joined the Bowdoin Faculty as an instructor in history in 1928, was promoted to assistant professor in 1932, to full professor in 1946, and was named to the Munsey professorship in 1959. He was elected an honorary member of the Bowdoin College Alumni Association in 1952 and was presented the Alumni Award for Faculty and Staff in 1965. His distinguished tenure at Bowdoin was perhaps best summarized by his colleague of many years, Nathan Dane II '37, at a memorial service on the campus on November 5, 1969: "Giants still walk the paths of Cambridge and Brunswick to stir and stamp the intellect of youth, but in addition there is the other kind of giant whose strength and understanding of the young is

often as crucial for the young man in crisis as is the inspiration for further intellectual growth. Nat Kendrick was one of these other Olympians. The testimony of many generations of Bowdoin men apparently supports this claim." Survivors include his wife, Lucy Higgs Kendrick.

William C. Root, Ph.D., an active member of the Faculty from 1932 to 1969 and co-winner of the James Flack Norris Award of the American Chemical Society for outstanding achievement in teaching in 1968, died on June 13, 1969. He was Charles Weston Pickard Professor of Chemistry Emeritus at the time of his death. A graduate of the University of California, he did graduate work at Harvard University, from which he received a master of arts degree in 1927 and a doctor of philosophy degree in 1932. He joined the Bowdoin Faculty as an instructor, became an assistant professor in 1934, an associate professor in 1939, and a full professor in 1946. He was named to the Pickard chair in 1952. In addition to his interest in chemistry, he was a Fellow of the Royal Anthropological Institute of Great Britain and Ireland and was the author of numerous articles, including "Pre-Columbian Metalwork of Colombia and Its Neighbors," published in book form by the Harvard University Press as a supplement to the memoirs of the Peabody Museum. For many years he and Professor Samuel E. Kamerling, the other co-winner of the Norris Award, alternated as chairman of the Department of Chemistry. He is survived by his wife, Pauline Dikeman Root, and a brother.

Theodore M. Greene, Ph.D., LL.D., D.D., L.H.D., D.Litt., internationally known philosopher and author, visiting professor of philosophy at Bowdoin on several occasions, and a guiding light to three senior classes at the College, and his wife, Elizabeth Harris Greene, died on August 13, 1969, in a fire that destroyed the home in which they were spending a vacation at Christmas Cove, Maine. A graduate of Amherst College, he received a doctor of philosophy degree from the University of Edinburgh in 1924. During a teaching career that spanned fifty years, he taught at more than a dozen colleges and universities, including Princeton and Yale, and received honorary degrees from eight colleges and universities, including Bowdoin. In a letter written less than two months before his death, he wrote: "Our years at Bowdoin in the Senior Center

were just about our happiest years. We greatly respect, and love, Bowdoin, my father's college, and now, since 1968, *my* college. We will never forget the request of the Class of 1968 that I be given an honorary degree and the 1968 numerals. That was my proudest moment, bar none."

Thomas Scott Cormack of the Class of 1973 died on April 26, 1970, following a tragic accident at Yale University. He prepared for college at Georgetown Preparatory School, Rockville, Md., where he was a class officer, a member of the yearbook staff, and editor of the school magazine. He also studied at the Corcoran Gallery of Art in Washington, D.C. At Bowdoin he was a Dean's List student and had planned to major in either history or English. Survivors include his parents, Mr. and Mrs. Thomas B. Cormack.

FACULTY

On sabbatic leave for the academic year were: Myron A. Jepsen, Ph.D., professor of physics and Josiah Little Professor of Natural Science; Dan E. Christie, Ph.D., of the Class of 1937, Wing Professor of Mathematics; Dana W. Mayo, Ph.D., professor of chemistry; and Thomas B. Cornell, A.B., associate professor of art; and on sabbatic leave for the second semester, Fritz C. A. Koelln, Ph.D., George Taylor Files Professor of Modern Languages; Nathan Dane II, Ph.D., of the Class of 1937, Winkley Professor of the Latin Language and Literature; and Louis O. Coxe, A.B., Pierce Professor of English. On leave of absence for the academic year were: John C. Donovan, Ph.D., DeAlva Stanwood Alexander Professor of Government; John L. Howland, Ph.D., of the Class of 1957, associate professor of biology; Daniel Levine, Ph.D., associate professor of history; A. Myrick Freeman III, Ph.D., assistant professor of economics; and Douglas M. Fox, Ph.D., assistant professor of government.

At the beginning of the academic year, the following promotions were made: to *professor*: Elroy O. LaCasce, Jr., Ph.D., of the Class of 1944, in physics; and William D. Shipman, Ph.D., in economics; to *associate professor*: Thomas B. Cornell, A.B., in art; James D. Redwine, Jr., Ph.D., in English; Elliott S. Schwartz, Ed.D., in music; Herbert R. Coursen, Jr., Ph.D., in English; R. Wells Johnson, Ph.D., in mathematics; and Charles A. Grobe, Jr., Ph.D.,

in mathematics; to *assistant professor*: Rodney J. Rothlisberger, A.M., in music.

On July 1, Richard V. West, A.M., became director and curator of the Museum of Art.

Joining the Faculty in the fall of 1969 were: Howard R. Warshaw, visiting professor of art (fall semester); Richard E. Morgan, Ph.D., of the Class of 1959, associate professor of government; Thomas L. Bohan, Ph.D., assistant professor of physics; John B. Mathis, Ph.D., assistant professor of chemistry; James E. Bland, Ph.D., assistant professor of history; C. Thomas Settlemyre, Ph.D., assistant professor of biology and chemistry; Katherine S. Snider, A.M., assistant professor of philosophy; David N. Holmes, Jr., Ph.D., assistant professor of economics; Robert I. Willman, Ph.D., assistant professor of history; Karl P. Magyar, A.B., assistant professor of government; M. Reginald Lewis, A.M., assistant professor of government and history; Irving D. Fisher, A.M., visiting assistant professor of government; Kenneth F. Ireland, Ph.D., visiting assistant professor of mathematics; Melvin Band, Ph.D., assistant professor of mathematics; Gloria L. Duclos, A.M., visiting assistant professor of classics (spring semester); John McKee, A.M., lecturer in art; George B. Terrien, B. Arch., lecturer in art (spring semester); A. Abbott Ikeler, Ph.D., instructor in English; Gerald C. Young, A.M., instructor in speech in the Department of English; Kristina A. Minister, A.M., instructor in speech in the Department of English; Mortimer F. LaPointe, M.A.L.S., coach of lacrosse; and Edward T. Reid, coach of squash and tennis. Serving during the spring semester was Wolcott A. Hokanson, Jr., M.B.A., lecturer in economics.

Effective July 1, Joseph Jefferson, A.B., was named vice president for development. Ashley Streetman, Jr., A.B., of the Class of 1964, was appointed assistant to the president, to aid in the planning and development of the Afro-American Center.

Beginning September 1, Donald E. Cowing, Ed.D., was appointed college counselor and director of the counseling office, and John B. Anderson, M.D., became associate college physician.

On sabbatic leave for the academic year 1970-71 will be: Paul G. Darling, Ph.D., professor of economics; Charles E. Huntington, Ph.D., associate professor of biology; Samuel S. Butcher, Ph.D.,

associate professor of chemistry; and Herbert R. Coursen, Jr., Ph.D., associate professor of English. During the spring semester, the following will be on sabbatic leave: Albert Abrahamson, A.M., of the Class of 1926, dean of the Faculty and George Lincoln Skolfield, Jr., Professor of Economics; Ernst C. Helmreich, Ph.D., Thomas Brackett Reed Professor of History and Political Science; Paul V. Hazelton, Ed.M., of the Class of 1942, professor of education; R. Wells Johnson, Ph.D., associate professor of mathematics; and James H. Turner, Ph.D., of the Class of 1958, assistant professor of physics. On leave of absence for the academic year 1970-71 will be Thomas B. Cornell, A.B., associate professor of art; and for the fall semester, Thomas D. Hopkins, M.Phil., assistant professor of economics.

Albert Abrahamson, A.M., of the Class of 1926, George Lincoln Skolfield, Jr., Professor of Economics, is resigning as dean of the Faculty. He will continue as a member of the Faculty. He will be succeeded on July 1, 1970, as dean of the Faculty by Olin C. Robison, D.Phil., associate provost for the social sciences at Wesleyan.

Leaving the College at the end of the current academic year are: Reginald L. Hannaford, Ed.M., B.Litt., assistant professor of English; Billy W. Reed, A.M., assistant professor of speech in the Department of English; John E. Sheats, Ph.D., assistant professor of chemistry; Richard Hornby, Ph.D., assistant professor of English and director of dramatics; Edward E. Langbein, Jr., A.B., of the Class of 1957, Major, U.S.A., assistant professor of military science; John M. Sutton, Jr., A.B., Major, U.S.A., assistant professor of military science; Douglas M. Fox, Ph.D., assistant professor of government; Rodney J. Rothlisberger, A.M., assistant professor of music; Robert H. Rittle, Ph.D., assistant professor of psychology; David N. Holmes, Jr., Ph.D., assistant professor of economics; Karl P. Magyar, A.B., assistant professor of government; and Melvin Band, Ph.D., assistant professor of mathematics. Gerald C. Young, A.M., instructor in speech in the Department of English, resigned in December 1969 to enter military service.

RETIREMENTS

Two trustees and two overseers have ended their careers of active service on the Governing Boards during the past year. Resigning

at the midwinter meetings were William D. Ireland, LL.D., of the Class of 1916, vice president of The President and Trustees, overseer from 1929 to 1940, trustee since 1940; Earle S. Thompson, LL.D., of the Class of 1914, chairman of the Committee on Finance, overseer from 1937 to 1947, trustee since 1947; and Reverend Joseph C. MacDonald, D.D., of the Class of 1915, overseer since 1950. Later in the winter Paul K. Niven, A.M., of the Class of 1916, resigned from the Board of Overseers after having been a member since 1942.

No words of mine could convey the depth of gratitude the College owes to and feels for these men who have given so generously of themselves to Bowdoin.

At the end of the current year, on June 30, 1970, two members of the Faculty and an administrative officer will retire.

Eaton Leith, A.M., joined the Bowdoin Faculty in 1936 as an instructor in Romance languages, was promoted to assistant professor in 1942, to associate professor in 1945, and to full professor in 1949. He served as chairman of the Department of Romance Languages from 1957 to 1965. For many years he was faculty adviser to the Newman Apostolate and from 1946 to 1965 he served as books editor of the *Alumnus*. During his tenure as faculty adviser to Delta Upsilon (now Delta Sigma) Fraternity, it became the first fraternity at Bowdoin to admit blacks. In 1959 an anonymous donor established the Eaton Leith Cup, which is awarded annually to "that member of Delta Sigma Fraternity who by his scholarship, character and humanity best exemplifies those principles which Eaton Leith has sought to instill in Delta Sigma and those principles upon which Bowdoin College is established." In 1962 another anonymous donor established the Eaton Leith Prize, which is given to the member of Bowdoin's junior class who has achieved outstanding results in the study of French literature.

Daniel K. MacFayden became Bowdoin's coach of varsity baseball and hockey in 1946 following a seventeen-year career as a pitcher in the major leagues and five years as secondary school coach. Six of his baseball teams won state collegiate titles. One of his most successful squads was his 1966 team, which set three national records during an outstanding season of fourteen wins and four losses. In 1956 he gave up his duties as varsity hockey coach

to become director of the Bowdoin Arena but he continued to coach the freshman hockey team and to teach physical education classes until he was granted an indefinite sick leave in February 1969.

Edith E. Lyon joined the Bowdoin library staff as assistant to the cataloguer in June 1922 following her graduation from Brunswick High School. In 1929 she attended Simmons College and she was promoted to cataloguer in 1934. When her colleague of many years, Kenneth J. Boyer, resigned as Bowdoin College librarian to become Bowdoin's first college editor in 1961, she also left the library staff to become assistant, college editor.

In the accumulated 106 years of service which these three have given to the College, they have left indelible marks of excellent and loyal service which will be missed.

Respectfully submitted,

ROGER HOWELL, JR.

May 21, 1970

APPENDIX I

Faculty and Staff Publications, 1969–1970

PROFESSOR PHILIP C. BEAM

"Winslow Homer in the Bahamas," *Bahamas Annual* (1970).
Consulting Editor, *The World of John Singleton Copley*. Time-Life Art Library, 1970.

ASSISTANT PROFESSOR THOMAS L. BOHAN

"Temperature and Magnetic Field Dependence of the Spin-Lattice Relaxation Rates for Er^{3+} , Pr^{3+} , and Tb^{3+} in Anhydrous LaCl_3 ," with H. J. Stapleton, *Physical Review* (1969).

ASSISTANT PROFESSOR ROBIN B. S. BROOKS

Alternative Measures of Supply Performance: Fills, Backorders, Operational Rate, and NORS, with others. The RAND Corporation, 1969.

"A Lower Bound for the Δ -Nielsen Number," with R. F. Brown, *Transactions of the American Mathematical Society* (1969).

"War Reserve Spares Kits Supplemented by Normal Operating Assets," with J. Y. Lu, *Naval Research Logistics Quarterly* (1969).

PROFESSOR HERBERT R. BROWN

"Articles on American Literature Appearing in Current Periodicals," *American Literature* (1969 and 1970).

Managing Editor of *The New England Quarterly* (1969–70).

ASSOCIATE PROFESSOR HERBERT R. COURSEN, JR.

"The Ghost of Christmas Past," in *The Overwrought Urn*, edited by Charles Kaplan. Pegasus, 1969.

"The Rarer Action: Hamlet's Mousetrap," in *Literary Monographs*, Vol. 2, edited by E. Rothstein and R. N. Ringler. The University of Wisconsin Press, 1969.

"Man is Only Human," reprinted in *The Baptist Leader* (1969).

"Prospero and the Drama of the Soul," *Shakespeare Studies IV* (1969).

"The Son of Nick Massimo," *New England Review* (1969).

Two Poems: "October: Early Snow" and "Lines of Scrimmage: December," *New England Review* (1970).

Editor of *When Life is Young: Autobiographical Essays by Bowdoin College Upward Bound Students*. Bowdoin College Upward Bound, 1969.

Editor of *As Up They Grew: The Autobiographical Essay*. Scott, Foresman, 1970.

DR. DONALD E. COWING

"Special Education in Japan," *Research Bulletin, New Jersey School Development Council* (1969).

PROFESSOR JOHN C. DONOVAN

"The Technician and Public Policy-Making: Two Inside Views," *Polity* (1970).

ASSISTANT PROFESSOR DOUGLAS M. FOX

"The Identification of Community Leaders by the Reputational and Decisional Methods," *Sociology and Social Research* (1969).

"The Politics of Zoning," *Florida Planning and Development* (1969).

ASSISTANT PROFESSOR A. MYRICK FREEMAN III

"Project Design and Evaluation with Multiple Objectives," *The Analysis and Evaluation of Public Expenditures: The PPB System*, a Compendium of Papers Submitted to the Joint Economic Committee of the U.S. Congress, 91st Cong., 1st sess., May 29, 1969; reprinted in *Public Expenditures and Policy Analysis*, edited by J. Margolis and R. H. Haveman. Markham Publishing Co., 1970.

"Income Distribution and Social Choice: A Pragmatic Approach," *Public Choice* (1969).

"Should Polluters Pay by the Pound?" *Maine Times* (1970).

ASSOCIATE PROFESSOR ALFRED H. FUCHS

Editor of *The Letters Between Sir Thomas Hunter and E. B. Titchener*, with L. B. Brown. Victoria University of Wellington, New Zealand, Publication in Psychology, No. 23. 1969.

"Recall for Order and Content of Serial Word Lists in Short-Term Memory," *Journal of Experimental Psychology* (1969).

DEAN A. LEROY GREASON, JR.

"Protest and Reaction: Students and Society in Conflict," *The North American Review* (1969). Also reprinted in *Bowdoin Alumnus* (1969).

PROFESSOR ALTON H. GUSTAFSON

Reviews: *Principles of Dispersal in Higher Plants*, by L. Van Der Pijl, *Science Books: A Quarterly Review* (1969); *Shakespeare's Flowers*, by Jessie Kerr, *American Biology Teacher* (1970).

ASSISTANT PROFESSOR EDWARD H. HANIS

Ph.D. dissertation for Indiana University: "A Theoretical Investigation of Embodied and Disembodied Innovation, Economic Growth, and Structural Unemployment." 1969.

"Taming the Brave New World," *Bowdoin Alumnus* (1970).

PROFESSOR ERNST C. HELMREICH

The Diplomacy of the Balkan Wars 1912-1913. Reissued by Russell and Russell, 1969.

"The Arrest and Freeing of the Protestant Bishops of Württemberg and Bavaria, September-October 1934," *Central European History* (1969).

Articles on "Francis I (1709-1765)," "Francis II (1768-1835)," "Francis Ferdinand (1863-1914)," "Francis Joseph (1830-1916)," "Ferdinand I (1793-1875)," "Count Christian August Heinrich Kurt von Haugwitz (1752-1832)," "Hannover," and "Hesse," in *The American Encyclopedia*, 1969.

Article on "Austria," in *The Americana Annual*, 1970.

Review: *Forschungen zur osteuropäischen Geschichte. Historische Veröffentlichungen, Osteuropa-Institut an der Freien Universität Berlin*, Band 13: H.-J. Torke, *Das russische Beamtentum in der ersten Hälfte des 19. Jahrhunderts*; H.-P. Stein, *Der Offizier des russischen Heeres im Zeitabschnitt zwischen Reform und Revolution (1861–1905)*, *Canadian Slavic Studies* (1969).

ASSOCIATE PROFESSOR JAMES L. HODGE

Portable German Tutor. Prentice-Hall, Inc., 1970.

ASSISTANT PROFESSOR RICHARD HORNBY

"The Useless Art," *Drama at Calgary* (1969).

PRESIDENT ROGER HOWELL, JR.

"A Bohemian Exile in Cromwell's England: The Career of George Ritschel, Philosopher, Schoolmaster, and Cleric," in *Czechoslovakia Past and Present*, Vol. 2, edited by M. Rechcigl, Jr. Mouton, 1969.

"King Alfred and the Proletariat: A Case of the Saxon Yoke," *Archaeologia Aeliana*, 1969.

Introduction to *Ancient Art of Middle America*. Bowdoin College Museum of Art, 1969.

"A New Humanism," Inaugural Address, October 3, 1969. Also reprinted in *Bowdoin Alumnus* (1970).

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APPENDIX II

I. Enrollment

	Under- graduates	Study Away	Graduates
Students enrolled September 1969	958	23	10
Regular	937		
Special	13		
Exchange (here)	8		
Exchange (away)	12		
Others studying away	11		
Students who completed work February 1970	5		
Students dropped for academic deficiencies			
February 1970	8		
Exchange students returning to home colleges			
2nd Semester	3		
Exchange students leaving for 2nd Semester	6		
Others leaving to study away 2nd Semester	4		
Students leaving for all other reasons between			
September 1969 and February 1970	18		
Students enrolled February 4, 1970	938	32	10
Returned from study away	1		
Students readmitted February 1970	13		
New students admitted February 1970	10		
Special	6		
Exchange	4		

II. Geographic Distribution

(Regular students who entered September 1969)

Massachusetts	77	✓ California	5
Maine	36	✓ District of Columbia	4
New York	30	✓ New Hampshire	4
Pennsylvania	19	✓ Delaware	3
Connecticut	16	✓ Illinois	3
New Jersey	11	✓ Virginia	3
Florida	8	Washington	3
Ohio	7	Georgia	2
Maryland	6	Oklahoma	2
Rhode Island	6	✓ Vermont	2

Indiana	1	South Carolina	1
Kentucky	1	Tennessee	1
Michigan	1	West Virginia	1
Missouri	1	Wisconsin	1
Montana	1	Total	257*
Nebraska	1		

*Of these, 252 were freshmen

III. Fraternity Membership and Independents, April 1970

(Regular students in residence)

Alpha Delta Phi	64	Psi Upsilon	90
Alpha Kappa Sigma	56	Sigma Nu	48
Alpha Rho Upsilon	71	Theta Delta Chi	54
Beta Theta Pi	82	Zeta Psi	52
Chi Psi	75	Independent	186
Delta Kappa Epsilon	59	Total	899
Delta Sigma	44		
Phi Delta Psi	18		

IV. Distribution of Majors

Class of 1970

Art	4	History	21
Biology	33	Latin	9
Chemistry	15	Mathematics	4
Economics	14	Music	2
English	14	Philosophy	4
French	7	Physics	11
German	5	Psychology	9
Government	35	Religion	8
Greek	1	Sociology	9

V. Enrollment in Courses, 1969-1970

	First Semester	Second Semester		First Semester	Second Semester
Art 1, 2	56	39	Art 41, 42	54	36
Art 23	48		Art 201, 201	9	15
Art 25, 26	46	81	Art 202, 202	3	5
Art 30		15	Art 203, 203	1	2

Art 204	2	English 11, 10	46	29
Art 301, 302	1	English 13, 14	24	37
Art 301	1	English 15, 16	16	16
Astronomy 1, 2	109	English 18		23
AYI Seminar I, II	10	English 21, 22	77	211
Biology 1, 2	16	English 30		3
Biology 3, 4	22	English 33, 34	11	11
Biology 6		English 35, 36	27	29
Biology 9, 10	28	English 41A, 41A	6	16
Biology 11	15	English 41B, 41B	14	10
Biology 13, 16	27	English 50		12
Biology 201, 201	4	English 201, 201	6	2
Biology 202, 202	2	English 202, 202	1	4
Biology 301, 301	6	English 203		1
Biology 302		English 301, 302	5	5
Biology 303, 304	1	French 1, 2	17	15
Chemistry 11, 12	56	French 3, 4	38	32
Chemistry 15	11	French 4	23	
Chemistry 21, 22	43	French 5, 5	11	9
Chemistry 31, 32	18	French 6		7
Chemistry 42	15	French 7, 8	6	5
Chemistry 44, 46	24	French 9, 9	62	20
Chemistry 201, 201	1	French 10, 10	16	57
Chemistry 202		French 11, 12	17	13
Chemistry 301, 302	7	French 17, 18	12	19
Economics 1, 1	112	French 201, 201	4	3
Economics 2		French 301, 302	2	1
Economics 3, 4	30	Geology 1, 2	12	8
Economics 5, 6	28	Geology 3, 4	6	5
Economics 8, 9	12	Geology 201		1
Economics 10	14	German 1, 2	50	44
Economics 11	11	German 3, 4	49	38
Economics 12, 15	17	German 5, 6	8	9
Economics 19		German 9, 10	19	14
Economics 201, 201	1	German 13	14	
Economics 302	1	German 15, 18	8	15
Education 1, 2	32	German 201, 202	1	4
Education 5, 6	23	German 301, 301	3	1
Education 201		German 302		1
English 1, 2	213	Government 1, 1	84	57
English 4, 3	82	Government 2, 2	25	41
English 5, 6	23	Government 3, 4	52	32
English 7, 7	21	Government 5		35
English 8	10	Government 7, 8	29	12

Government 9 . . .	20	Mathematics 14, 14 . .	41	23
Government 12 . . .	23	Mathematics 21, 21 . .	34	12
Government 13, 15 . .	24	9 Mathematics 23, 22 . .	5	26
Government 17 . . .	8	Mathematics 30, 26 . .	7	21
Government 18 . . .	30	Mathematics 31, 32 . .	20	8
Government 19, 20 . .	20	19 Mathematics 33 . . .		18
Government 21, 22 . .	29	27 Mathematics 35, 34 . .	19	14
Government 201, 201 .	14	13 Mathematics 37, 38 . .	11	1
Government 202, 202 .	1	3 Mathematics 39, 40 . .	16	8
Government 203, 203 .	1	1 Mathematics 45, 42 . .	6	9
Government 301, 301 .	5	2 Mathematics 201, 201 .	1	13
Government 302 . . .	5	Mathematics 301 . . .	1	
Greek 1, 2	25	19 Mil. Sci. 11, 12 . . .	19	18
Greek 3, 4	8	5 Mil. Sci. 21, 22 . . .	11	8
Greek 5, 6	6	6 Mil. Sci. 31, 32 . . .	12	11
Greek 201	1	Mil. Sci. 41, 42 . . .	20	21
History 1, 2	14	13 Music 1, 2	34	37
History 4	40	Music 3, 4	10	14
History 7, 8	17	15 Music 11, 12	18	12
History 11		24 Music 13, 14	3	2
History 14		11 Music 15, 15	2	2
History 15, 16	16	20 Music 21, 22	3	3
History 17, 18	12	14 Music 51, 51	8	6
History 19	20	Music 52		6
History 20, 21	23	83 Music 201, 201	4	4
History 22	109	Music 202, 202	1	2
History 26, 28	39	78 Music 301, 301	1	1
History 31		16 Music 302		1
History 33, 32	3	22 Philosophy 11, 12 . .	32	12
History 34, 34	20	32 Philosophy 21, 22 . .	21	11
History 201, 201 . . .	14	20 Philosophy 33, 32 . .	6	8
History 202	1	9 Philosophy 35, 40 . .	18	7
History 203, 203 . . .	1	3 Philosophy 201		1
History 301, 301 . . .	12	3 Philosophy 301, 302 .	2	2
History 302		1 Physics 11, 12	78	67
Latin 3, 4	19	20 Physics 21, 22	13	12
Latin 5	22	Physics 23, 24	12	9
Latin 7, 8	29	36 Physics 32		12
Latin 201, 201	5	3 Physics 33, 34	6	5
Latin 202		1 Physics 41	3	
Mathematics 1, 2 . . .	7	6 Physics 201	3	
Mathematics 11, 12 . .	96	79 Physics 301, 301 . . .	1	3
Mathematics 12	15	Physics 302		1
Mathematics 13, 13 . .	27	15 Psychology 1, 2 . . .	32	27

Psychology 11, 4 . . .	13	72	Spanish 3, 4 . . .	21	17
Psychology 13, 14 . . .	9	11	Spanish 5, 6 . . .	9	5
Psychology 21, 22 . . .	8	8	Spanish 9, 10 . . .	20	14
Psychology 23, 26 . . .	9	19	Spanish 201, 202 . . .	1	1
Psychology 201, 201 . . .	3	1	Interdepartment I, II . . .	46	26
Psychology 301, 302 . . .	2	1	Senior Seminar 1 . . .	14	
Religion 11, 12 . . .	74	86	2 . . .	15	
Religion 21, 22 . . .	29	21	3 . . .	15	
Religion 23, 24 . . .	11	11	4 . . .	14	
Religion 31, 32 . . .	22	33	6 . . .	16	
Religion 201, 201 . . .	3	6	7 . . .	15	
Religion 202 . . .		1	8 . . .	15	
Religion 301, 302 . . .	2	2	9 . . .	14	
Russian 1, 2 . . .	21	19	11 . . .	13	
Russian 3, 4 . . .	14	10	12 . . .	5	
Russian 5, 6 . . .	5	4	13 . . .	15	
Russian 9, 10 . . .	1	3	14 . . .	9	
Russian 201, 202 . . .	1	1	16 . . .		14
Sociology 1, 2 . . .	85	83	17 . . .		17
Sociology 3, 5 . . .	25	19	18 . . .		13
Sociology 8, 7 . . .	42	37	19 . . .		19
Sociology 9 . . .	24		20 . . .		14
Sociology 11, 12 . . .	17	28	21 . . .		11
Sociology 13 . . .		22	22 . . .		16
Sociology 201, 201 . . .	3	6	23 . . .		15
Sociology 202 . . .		1	24 . . .		12
Sociology 203 . . .		1	25 . . .		15
Sociology 301 . . .		1	26 . . .		16
Spanish 1, 2 . . .	26	19	27 . . .		13

REPORT OF THE LIBRARIAN

To the President of Bowdoin College:

I have the honor to submit a report for the Bowdoin College Library for the year 1969-1970.

Progress continues—in building the collections; in recataloging the Dewey collection, documents, and periodicals; in organizing materials in Special Collections—but much remains to be done.

The collections continue to grow and this growth is reflected in the statistical table that follows. Books added by purchase, by gift, by binding periodicals, and by government deposit go a long way to satisfy users' needs. There are, however, subject areas which were stunted in the past in order to satisfy pressing needs, areas which now require exceptional effort in retrospective buying to raise them to a level of adequacy. The case is illustrated by the present need to strengthen the collection in the area of black studies because the Library was unable to acquire the books as they became available.

Statistics reflecting change are not a completely satisfactory measure of growth, as they reflect quantity with no reference to quality. The following table indicates some of the changes:

	TOTAL LIBRARY EXPENDITURE	SPENT FOR BOOKS, PERIODICALS, BINDING	SALARIES AND WAGES	PROFESSIONAL STAFF	CLERICAL STAFF	TOTAL STAFF	HOURS OF STUDENT HELP	VOLUMES ADDED	COLLECTION AT END OF FISCAL YEAR	LIBRARY EXPENDITURE AS % OF TOTAL EDUCA- TIONAL BUDGET	PERIODICALS RECEIVED
1964-65	205,804	64,694	124,020	11	10.3	21.3	9,296	14,935	308,267	5.7	1,207
1965-66	248,425	76,823	128,956	11	10.5	21.5	12,133	12,571	315,792	6.1	N.A.
1966-67	249,833	84,330	134,698	13	10.3	23.3	14,933	13,995	329,133	5.6	1,249
1967-68	272,711	87,161	151,654	11	14	25	14,092	18,947	399,508 ¹	5.8	1,458
1968-69	278,293	98,387	147,651	10	16	26	11,722	15,984	414,830	5.4	1,543

1. For an explanation of the discrepancy between the count for 1966-1967 and 1967-1968, see the Librarian's Report for 1967-1968.

The increase in the figure for total costs is relatively modest, in part because the inflationary pressures are not yet reflected in the cost as they will be when the current year's statistics are compiled. It is safe to predict that although next year's budget will show a considerable increase in funds for books, the total of volumes added is not likely to indicate a comparable rise. In long-term trends, the increase by nearly 100 in periodicals received is probably the most significant figure in the table. Preliminary indications are that the trend is continuing and each year a larger percentage of book funds goes to periodical subscriptions.

In general, readers' response to the building and the Library's collections has been gratifying, but the growing incidence of the temporary disappearance of books from the shelves is cause for concern. The number of readers disappointed and frustrated by this phenomenon is reaching serious proportions and a strong effort must be made when College resumes in the fall to find ways to reduce the problem and to bring it once more within tolerable limits, though no obvious or easy solution is likely to be forthcoming. The following table of recorded use does not reflect a true picture, omitting as it does the unrecorded use and in-building use. It is clear that if unauthorized borrowing could be counted, the figure would show a marked increase.

	1964/65	1965/66	1966/67	1967/68	1968/69
Lent (for extended use)	33,596	32,817	36,633	35,185	34,412
Lent (from reserve)	21,561	24,535	23,876	16,185	16,053
	<u>55,157</u>	<u>57,352</u>	<u>60,509</u>	<u>51,370</u>	<u>50,465</u>

Interlibrary loan transactions numbered 757 items lent and 616 borrowed. The teletypewriter, which is provided by the Maine State Library through a federal grant program, has caused a sharp rise in the number of transactions.

Last year the Library jointly with the libraries of Bates and Colby established a card reproduction unit that has served the three libraries well. It has helped to hold down cataloging costs while reducing the time it takes to process many of the new books. The unit has the capability of absorbing a greater volume of work and efforts are underway to find another library of comparable size to join the

group. Such expansion would give additional cost advantages to participating libraries.

Several years ago the librarians of Amherst, Bowdoin, Dartmouth, Trinity, Wesleyan, Williams, and, more recently, Smith began discussions to see if ways could be found to cooperate in order to provide the students and faculty of their institutions with ready access to the books they needed without each library experiencing a growth rate that none of the institutions seemed capable of supporting. The discussions resulted in a survey this past year of the collections in each library. The survey, supported by a grant from the U. S. Department of Health, Education and Welfare, was aimed at identifying strengths and weaknesses in each of the collections. When completed later this year, the survey will be immediately useful as an aid in locating titles for interlibrary borrowing, and the long-range expectation is that it will signal the direction for further exploration leading to viable cooperative projects.

The past year saw the reduction of the cataloging backlog to acceptable limits and inroads were made into problem areas that had been neglected in the interest of recataloging the greatest bulk of the collection. Joseph J. Derbyshire continues to direct the cataloging effort with his customary effectiveness. Cataloging of government documents is well under way, and the end of the year should see the completion of periodical cataloging. The elimination of the separate Dewey classification catalog by filing the alphabetical sequence from both classification schemes in the same tray has reduced some of the inconvenience to readers caused by the recataloging project.

Each year the Special Collections of the Library shows an increase in activities and growth. During the past year 848 books, maps, and archival items were used and 431 manuscripts consulted; 122 mail inquiries were answered and 918 Xerox reproductions were supplied; 715 books, pamphlets, and music scores were added and the manuscript collections were supplemented by 55 additions ranging from single sheets to groups of papers. Four hundred pictures, hundreds of clippings, and uncounted College archival items were added.

In addition to absorbing all the new material, Robert L. Volz mounted three major exhibitions, including the outstanding "Gov-

ernor Bowdoin and His Family" for which he prepared a 96-page guide and catalogue, and a number of smaller exhibits. He also continued the task of organizing the collections for use by sorting thirteen manuscript collections, indexing five collections of special interest, cataloging over 650 volumes, and carrying forward the organization of many other parts of the collections.

Beginning July 1, Edward S. Cohen will assume the responsibility of assistant librarian and his administrative talent will add much to the efficient operation of the Library. Mr. Derbyshire will be on leave this summer in order to teach in the School of Librarianship at the University of Washington.

I cannot end this part of the report without a word of warm gratitude to the staff for its continuing support and for its devoted service to the Library and the College community. Special note must be taken of staff changes. Mrs. Lena E. Browne has left the Library after six years of very able and distinguished service. Mrs. Jean K. Guest resigned her position in the Circulation Department last December and Edwin G. Tyler has resigned, effective July 1. Mrs. Elda G. Tagaki joined the Catalog Department last September and Mrs. Shirley A. Reuter assumed the position of acquisitions librarian at the same time.

I must note with very real regret the resignation of Robert L. Volz, Special Collections librarian. Under his direction for the past five years, Special Collections assumed new scope and meaning. The Library's rich collections of rare books and manuscripts have been organized and brought to the attention of the public, and this wealth is now available not only to determined scholars but also to students pursuing research in the ordinary course of their studies. Much remains to be done, however, before the full potential of the Collections can be realized, and Mr. Volz's departure will be a distinct loss to the College. He will be greatly missed by his many friends and colleagues, and we wish him well as he takes up his new duties.

Respectfully submitted,

ARTHUR MONKE

APPENDIX

Donors of Funds or Books, 1969-1970

Once more it is my pleasant duty to report the growth of the Library and the increase in endowment funds that is a manifestation of the beneficent concern of the College's many alumni and friends.

Three new endowment funds for the purchase of books were established during the past year. The Class of 1929 at its fortieth reunion designated \$3,000 of their gift to the College as the Class of 1929 Book Fund. Classmates and friends of Dwight Sayward gave \$3,555 to establish the Class of 1916 Dwight Sayward Memorial Book Fund. A bequest of \$126,000 from the estate of Thomas D. Ginn '09 established the Anne Davis Ginn Memorial Fund, and John D. Herrick '57 and Mrs. Herrick designated a gift as the Kent Jeffrey and Andrew Harriman Herrick Memorial Book Fund.

A previously established fund, the Robert Rudy Book Fund, was increased by memorial gifts from Mrs. H. Pluznick, Mr. and Mrs. H. Shaw, Mrs. L. Taylor, Mr. and Mrs. L. Price, and Mrs. J. Thompson. A bequest from the estate of Edith B. Perkins became available for current purchases.

Several private libraries were given to the College from which the Library drew significant additions to its collections. Merton G. L. Bailey '11 and Mrs. Bailey bequeathed to the College their fine collection of general literature and Mrs. Bailey's extensive collection of bookplates. Mrs. Willard Centerwall and Mrs. William H. Fetherston gave many of the books collected by their father, Erik Achorn '17. The gift is rich in French historical material. From the library of the late William C. Root, Charles Weston Pickard Professor of Chemistry Emeritus, Mrs. Root presented to the Library his valuable research collection of archaeological materials reflecting his work in pre-Columbian studies.

Two exceedingly important gifts of literary materials came to the Library this year. Gordon S. Hargraves '19 and Mrs. Hargraves presented to the College an extensive collection of correspondence and other papers of the early American novelist Charles Brockden Brown. The family of Julian C. Smyth '31 gave the College as a memorial to him a collection of books that included 59 titles that belonged to Nathaniel Hawthorne and members of his immediate family. Philip D. Crockett '20 presented a magnificent collection of Russian postage stamps to add to the very fine collection of American and United Nations stamps he gave earlier. The gifts greatly enhance the richness of Bowdoin's Special Collections and they are gratefully received.

Many alumni and friends of the College have established the habit each year of giving to the Library contributions of significant literary materials or money to purchase them. Richard Harwell is one who continues the practice, set while he served the College so ably as Librarian. Mrs. Henry Beston, Sumner T. Pike '13, John C. Pickard '22, Mrs. Vincent Shea, Warren

Skillings of the Anthoensen Press, and Mme Marguerite Yourcenar H'68 are among the many who continue to favor the Library with their generous gifts.

Other donors of books and funds for library purposes include: Albert Abrahamson '26, Charles F. Adams '12, Mrs. Julie Albert, Aluminum Company of America, Reginold Anderson, Mr. and Mrs. Wolcott E. Andrews '26, Frederick W. Anthoensen H'47 and the Anthoensen Press, Artine Artinian '31, Dr. Alta Ashley, Dr. John M. Bachulus '22, Philip C. Beam, Michael Benedict, Mrs. Harold Bickmore, John Biram, Walter Blackstock, Bollingen Foundation, Vance Bourjaily '44, James H. Bradner, Jr. '63, Louis B. Briasco '69, Herbert Ross Brown H'63, Philip M. Brown, Mrs. F. Webster Browne, Miss Hope Bunker, Benjamin B. Burbank '26, Mrs. Harold H. Burton, the estate of Harold Hitz Burton '09.

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REPORT OF THE DIRECTOR OF THE MUSEUM OF ART

To the President of Bowdoin College:

I have the honor of submitting the following report for the year ending April 30, 1970.

The period covered by this report has been an unusually active one in terms of exhibitions organized and mounted by the Museum. As a result of both previous planning and fortuitous circumstance, four such exhibitions with attendant publications were seen in the Museum of Art. The most significant of these was a retrospective exhibition *Rockwell Kent: The Early Years*, devoted to the paintings and drawings related to the travels of this American realist painter. Comprising works borrowed from major museums and private collections, the exhibition was enthusiastically received, as was the catalogue designed by Thomas Cornell. Mr. and Mrs. Kent attended the opening with a number of other distinguished guests including Carl Zigrosser, curator emeritus of the Philadelphia Museum. Another important exhibition, *Hands to Work and Hearts to God: The Shaker Tradition in Maine*, concluded during this period. The exhibition of objects from Sabbathday Lake drew nationwide attention to one of the two remaining Shaker communities in America. John McKee's evocative photographs taken at Sabbathday Lake were included in the exhibition and catalogue. A grant from the Maine State Commission on the Arts and the Humanities underwrote the cost of making the large-format photographs for the exhibition. At the conclusion of the exhibition, the commission undertook to circulate the photographs throughout the state. *The French Visage* exhibition was selected from the extensive collections of a Bowdoin alumnus, Artine Artinian '31. It was a lively and stimulating exhibition of French portrait drawings and sketches from about 1800 to the present time. A catalogue, with an essay by Dr. Artinian, was published on the occasion of the exhibition, which was later shared with Dartmouth College, Colby College, Gorham State College, and the Lyman Allyn Museum. In the fall

were held two simultaneous exhibitions concerned with the art of Central and South America. In the Boyd Gallery was the colorful exhibition *Popular Art from Peru*, lent by the Smithsonian Institution. In honor of President Howell's inauguration and his interest in pre-Columbian art, the Museum organized a small but comprehensive exhibition, *Ancient Art of Middle America*, based primarily on material selected from the Peabody Museum, Harvard University. For this exhibition President Howell wrote an introductory essay. The most recent exhibitions have emphasized various trends in twentieth-century art, including photography. Such exhibitions serve to bring to many students and museum visitors contemporary art otherwise unseen in this area.

Two Museum catalogues were honored this year by inclusion in the New England Book Show. Accepted for the Publisher's Choice exhibition were the catalogues *Hands to Work and Hearts to God* and *Rockwell Kent: The Early Years*. The former catalogue, designed by Mr. McKee, was also one of the few museum publications selected for the juried exhibition "of the best of New England book design and manufacturing."

The Museum is presently preparing for republication the 1965 catalogue of the *Salton Collection of Renaissance and Baroque Medals and Plaquettes*. This catalogue has become a standard reference item and has been out of print for some time. With the cooperation of Mr. and Mrs. Salton, the original text was revised and corrected; publication is expected early this summer. The director is less sanguine about the projected handbook of the collections first discussed in last year's report. Time to undertake the necessary research has had to be taken from other projects; as a result the writing of the handbook material has not proceeded as rapidly as was hoped. Although many entries have already been prepared, it is not likely that publication will occur before 1971.

As can be seen on the appended list, the Museum has received a number of gifts this year. Of particular significance was the donation by Lady Kathleen Epstein of three plaster busts by her husband, Sir Jacob Epstein, perhaps one of the best-known sculptors of the twentieth century. Paul J. Newman '09 presented the Museum with an additional number of watercolors by Augustus A. Gibson and three paintings by his father, Benjamin T. Newman, including

a study for a painting exhibited in the Salon of 1886. Charles F. Adams '12 presented a charming nineteenth-century primitive pastel, *View of North Monmouth*, 1862.

A number of important acquisitions have been made this year as can be seen by the appended list, primarily from funds provided by the bequest of Florence Quinby. Works as varied as Isabey's turbulent *Massacre of St. Bartholomew's Day*, Lemmen's neo-impressionist *Interior*, three handsome pieces of African sculpture, and four pre-Columbian objects entered the collection and filled long-standing gaps in areas which had been little represented heretofore. Also acquired through the Quinby fund were examples of the work of the American painters Worthington Whittredge, *Second Beach, Newport*, and Albert Bierstadt, *Moonlight*. An extremely fine Charles Meryon print, *L'Esperance*, has been added to our existing collection of prints by this master. Prints by the important expressionist artists Edvard Munch, Max Pechstein, and Paul Klee were also purchased.

This year, as last year, saw an increase in loans of works of art from our collections to other museums. While this indicates that our holdings are better known than ever, it has made more complex the already precarious logistics under which the Museum operates, particularly in the area of packing, shipping, and receiving. In addition, the Museum has cooperated with other institutions in organizing and mounting exhibitions. *The French Visage*, for example, was organized by Bowdoin and loaned to other museums while the *Robert Indiana* exhibition was jointly sponsored by five New England colleges. Recently the director contributed to the catalogue and selection of the Maine Sesquicentennial exhibition, which will be seen at Bowdoin in May 1970.

The Museum Associates now total 792, including 135 student members. This marks an increase of 127 over last year's figures. There were three private previews for Associates and one open house during the year. The open house was held on the occasion of the exhibition *Japanese Art of the Sixties* in order to introduce non-members to the Museum's programs. Five publications (three produced by the Museum) were distributed to members. Museum attendance (not including students going to class) totaled 19,279. The regular film series sponsored by the Museum for its members

was augmented by a week-long festival of films devoted to the theme "Man and War." During this period the Museum, with the assistance of the Committee on Lectures and Concerts, sponsored a public lecture entitled "Motion in Art" by the distinguished art historian Gordon Hendricks. Two concerts were held in the Museum: the annual Chapel Choir Christmas Concert and a recital of baroque and modern music by violinist Stephen Kecskemethy and harpsichordist Naydene Bowder. Distinguished visitors to the Museum this year included Mr. and Mrs. Andrew Wyeth; Mr. and Mrs. Jamie Wyeth; Horst Gerson of the Rijksuniversiteit, Groningen, the Netherlands; and Mrs. Anne-Marie Logan of the Yale University Art Museum.

It is a truism to state that the Museum faces severe challenges and tests in the future, inherent in the often contradictory tasks of preserving and collecting works of art while responding to the new impulses and demands of our time. Taken together or separately, the problems posed are not particularly susceptible to easy solution. It is hoped that the new building projected for the visual arts will help relieve many of the pressures of space and accommodation which now exist. Other long-standing problems remain, however, the most acute of which is that of finding sufficient funds for the proper conservation of works of art in our care. A number of paintings urgently need expert restoration; the tiny funds available for their care make the assignment of priorities difficult. A hopeful sign may be seen in the meeting attended by the director in Augusta on the last day of this period. Also present were representatives of other museums in the state. The purpose of the meeting was to explore the conservation needs of the various institutions in the state with the hope of establishing a central conservation laboratory, probably at the Maine State Museum, supported by the member institutions. Also discussed was a proposal for a central data bank, similar to the Data Network now in use among the major metropolitan museums. The implications of both developments are great, and it is hoped that Bowdoin can both serve and benefit from the results of this and subsequent sessions.

Respectfully submitted,

RICHARD V. WEST

APPENDIX

I. Exhibitions

April 4–May 18: *Hands to Work and Hearts to God: The Shaker Tradition in Maine*.

May 23–June 15: *The French Visage* from the Artine Artinian Collection. Participating museums: The Currier Gallery of Art, Manchester, New Hampshire; Gorham State College, Gorham, Maine; Hopkins Center Art Galleries, Dartmouth College, Hanover, New Hampshire; Lyman Allyn Museum, New London, Connecticut.

June 20–August 3: *The Graphic Art of Winslow Homer*. Lent by the Museum of Graphic Art.

August 15–October 5: *Rockwell Kent: The Early Years*.

October 10–November 9: *Popular Art from Peru*. Lent by the Smithsonian Institution.

October 4–November 30 (Downstairs gallery): *Ancient Art of Middle America*.

November 14–January 4, 1970: *Selections from the Permanent Collection*.

January 9–February 1: *Japanese Art of the 60's*. Lent by The Roland Gibson Art Foundation.

February 13–March 15: *The Persistence of Vision*. Lent by the George Eastman House.

March 20–April 12: *Robert Indiana Prints*. Lent by the artist.

April 14–May 17: *John Marin Drawings*. Lent by the University of Utah Museum of Fine Arts, through the International Exhibitions Foundation.

II. Loans To Other Museums

John Sloan, *White Lace Cap*. August 1, 1969–August 1, 1970: *American Art: The Early Moderns* exhibition; The Minneapolis Institute of Arts, Minnesota.

Philips de Koninck, *River Scene*. October 21–December 7, 1969: *The Rembrandt Tercentenary* exhibition; The Art Institute of Chicago, Illinois. December 29, 1969–February 1, 1970: The Minneapolis Institute of Arts, Minnesota. February 24–April 5, 1970: The Detroit Institute of Arts, Michigan.

Marsden Hartley, *Maine Coast at Vinalhaven*. November 1–5, 1969: Jewish Community Council *Festival of Art* exhibition; Jewish Community Council, Maine. April 4–May 10, 1970: *Landscape in Maine 1820–1970* exhibition; Colby College Art Museum, Maine.

Waldo Peirce, *Johnny and Mike*. November 1–5, 1969: Jewish Community Council *Festival of Art* exhibition; Jewish Community Council, Maine.

Andrew Wyeth, *Bermuda*. November 16–December 27, 1969: *Andrew Wyeth* exhibition; Bamberger's, New Jersey. February 8–March 22,

- 1970: *Andrew Wyeth* exhibition; Washington County Museum of Fine Arts, Maryland.
- Joshua Johnston, *Portrait of a Cleric*. December 3, 1969–March, 1970: *Negro in America* exhibition; Los Angeles County Museum of Natural History, California.
- Peter Bruegel, *View of Waltersburg*. January 7–February 21, 1970: *Dürer to Bruegel: A Century of Humanism* exhibition; Busch-Reisinger Museum, Massachusetts.
- Maratta, *Allegory of the City of Rome*; Pietro dei Pietri, *A Pope and Michelangelo's Moses*; Beccafumi, *Study for Palazzo Pubblico in Siena*; Poccetti, *Woman and Child*; F. Zuccaro, *The Choice of Hercules*; Bassetti, *Joseph and Potiphar's Wife*; Della Bella, *Seated Male Figure*. January 16–February 15, 1970: *Italian Master Drawings* exhibition; The Norman Mackenzie Art Gallery, Canada. March 5–April 3, 1970: The Montreal Museum of Fine Arts, Canada.
- Eugene Isabey, *Massacre of St. Bartholomew's Day*. January 30–March 1, 1970: *19th Century French Paintings* exhibition; H. Shickman Gallery, New York.
- Anonymous, *Portrait of a Gentleman* (ca. 1830). February 14–March 29, 1970: *Dimensions of Black* exhibition; La Jolla Museum of Art, California.
- Ile-de-France, *Head of a King*. February 14–May 10, 1970: *The Year 1200: Between Romanesque and Gothic* exhibition; The Metropolitan Museum of Art, New York.
- Käthe Kollwitz, *Memorial to Karl Liebknecht* (1919); Otto Dix, *Amerikanischer Reitakt* (American Riding Act) (1922); Karl Schmidt-Rottluff, *Gekreuzigter* (Crucifixion) (1918); Emil Nolde, *A Harbor Scene*; Max Beckmann, *Portrait of a Woman and Two Automobile Officers*; Erich Heckel, *Dangast Fischer* (portrait); Paul Klee, *Ein Genius Serviert ein Kleines Frühstück* (1920); Max Pechstein, *Reiter mit Eseln* (Rider with Donkeys) (1929); George Grosz, *Illustrations from Schiller's "The Robbers"*. March 5–April 19, 1970: *Art in the Weimar Years* exhibition; Portland Museum of Art, Maine.
- Elizabeth B. Robinson, *View of North Monmouth* (1862); J. G. Browne, *Bowdoin Campus* (ca. 1822). April 4–May 10, 1970: *Landscape in Maine 1820–1970* exhibition; Colby College Art Museum, Maine.
- Abraham Bloemart, *Studies of Running Figures*. April 15–June 7, 1970: *Dutch Mannerism* exhibition; Vassar College Art Gallery, New York.

III. Films

(Shown to Museum Associates)

- October 5–6, 1969: *Nights of Cabiria* (Italy)
 November 2–3, 1969: *Don Quixote* (U.S.S.R.)

December 7-8, 1969: *The Gold Rush* (U.S.A.)

February 8-9, 1970: *The Love Game* (France)

March 1-6, 1970: Film Festival: Man and War

Grand Illusion; The Door

Toys; Night & Fog; Anderson Platoon

A Time Out of War; Reach for Glory

The Hat; Forbidden Games

April 12-13, 1970: *The Exterminating Angel* (Mexico)

May 3-4, 1970: *Lovers and Thieves* (France)

Shorter films offered during the regular monthly schedule include: *Sky Over Holland; The Nose; Queer Birds; The Responsive Eye; "A"; and The Loves of Franistan*

IV. Gifts

CHARLES F. ADAMS '12: Elizabeth B. Robinson, American (1832-1897), *View of North Monmouth*, 1862, pastel on paper (1969.26).

AMERICAN ACADEMY OF ARTS AND LETTERS: Bruce McCombs, American, 20th century, *Baby Carriage*, 1968 (1970.12), and *Hobby Horse*, 1968 (1970.13), ink on paper.

PHILIP C. BEAM: C. Carter Wells, American, late 19th-early 20th century, *Portrait of Winslow Homer*, oil on canvas (1970.14).

LADY KATHLEEN EPSTEIN: Jacob Epstein, British (1880-1959), *Kathleen—Third Study* (1969.95); *Anthony* (1969.96), and *Seraph Head* (1969.97), plaster busts.

FREDERIC KILESKE '20: Chinese, Ch'ing Dynasty, K'ang Hsi (1662-1722), *Blue and White Vase*, ceramic (1969.60). Central Europe (?), middle 19th century, *One Pair Goblets*, turned hardwood (1969.61.1 & .2).

DONALD LENT: Donald Lent, American (b. 1933), *Montsweag Window*, 1969, pencil and pastel on paper (1969.25).

PAUL J. NEWMAN '09: Augustus A. Gibson, American (1819-1893), (A) *View of Fryeburg*, 1887, (B) *Tree Study* (1969.33); *View of Weeks Home, E. Brownfield*, 1892 (1969.34); (A) *Covered Bridge, Mad River, Compton, N. H.*, 1884, (B) *Landscape Study* (1969.35); *Bridge on Gibson's Brook (Little Saco River)*, 1883 (1969.36); *View Near Weeks Home, E. Brownfield*, 1887 (1969.37); *Bastion Rock, E. Fryeburg*, 1882 (1969.38); *Cabin in the Catskills*, 1883 (1969.39) and *Landscape with Horses* (1969.40), watercolors. Benjamin T. Newman, American (1857-1940), *Children of Brittany*, 1887 (1969.41) and *Lunch in Brittany*, 1886 (1969.42), oils on canvas; *Cornstalks and Pumpkins*, 1899, watercolor (1969.43).

KARL R. PHILBRICK '23: German (?), late 19th century, *Neptune with Nereid and Horses*, ivory relief (1969.29).

MRS. ELLA PRATT: Julien Dupré, French (1851-1910), *Women in the Fields* (1969.44); Herman Dudley Murphy, American (1867-1945),

- The Beach*, 1905 (1969.46); and Rudolph Epp, German (1834–1910), *Young Boy with Pets* (1969.47), oils on canvas. J. B. C. Corot (attrib.), French (1796–1875), *View of a Town*, oil on panel (1969.45).
- MISS ANNIE L. WESCOTT: American, late 18th century–early 19th century, *Windsor Chair, Rod-back*, painted pine and hickory (1969.102).
- ALLAN WOODCOCK '12: Lewis Cary, American (1798–1834), *Large Fiddleback Tablespoon*, ca. 1820, silver (1969.82).

V. Purchases

- African, Gabon, 19th century, *Fang Male Reliquary Figure*, hardwood (1969.70).
- African, Ogowe River, Congo, Brazzaville, 19th century, *Bakota Reliquary Figure*, wood, brass and copper sheet applique (1969.69).
- African, Senufo, Republic of Mali, ca. 1900, *Bird Headdress* ("porgaga"), polychrome wood (1969.71).
- Albert Bierstadt, American (1830–1902), *Moonlight*, ca. 1860, oil on paper (1969.68).
- Richard Bonington, British (1801–1828), *Ruins of Chateau d'Arley*, 1827, lithograph (1969.27).
- Harvey Breverman, American, 20th century, *Dutchman VI*, 1969, aquatint (1969.56).
- Harrison B. Brown, American (1831–1915), *Chickens in a Farmyard*, oil on paper (1969.91); *Seascape on Maine Coast* (1970.3) and *Ellis River, Jackson, N.H.* (1970.4), oils on canvas.
- Eugène Carrière, French (1849–1906), *Apparition*, charcoal on paper (1969.63).
- C. C. Church, American, *Untitled*, 1969, black and white photograph (1969.31).
- Samuel Colman, American (1832–1920), *Old Orchard at Newport*, 1865, watercolor (1969.80).
- Marie Combs, American, 20th century, *Last Elm*, 1968, chine colle (1970.7).
- Louis Corinth, German (1858–1925), *Study for a Mythological Figure*, 1910, charcoal on paper (1969.64).
- Thomas Daniell, British (1749–1840), *Part of the Palace in the Fort of Allahabad*, 1795, aquatint (1970.5).
- Honoré Daumier, French (1808–1879), *Le Feu d'Artifice* (Moeurs Conjugales #33), lithograph (1969.22).
- Eugène Delacroix, French (1798–1863), *The Death of Ophelia*, 1843, lithograph (1969.23).
- Gustave Doré, French (1832–1883), *Battle Scene*, pencil on paper (1969.65).
- David Driesbach, American (b. 1922), *Visitation while Herod Searches*, etching and aquatint (1969.55).

- David Driskill, American (b. 1931), *Mountain and Tile #2*, 1968, color woodcut (1969.32).
- Gavarni (S. G. Chevalier), French (1804–1866), *Une Rentiere* (Physionomies Parisiennes #10), lithograph (1969.53).
- Theodore Gericault, French (1791–1824), *Cheval de Mecklenbourg*, 1822, lithograph (1970.11).
- Arwed Gorella, German (b. 1937), *Herbst* (Autumn), 1968, color linocut (1970.6).
- J. Griffin, American, 19th century, *Bowdoin College*, ca. 1860, colored lithograph (1969.77).
- Dewitt Hardy, American, 20th century, *Copse of Trees* (1969.19); *Floating Figure* (1969.20); and *Pat Asleep* (1969.21), etchings.
- James M. Hart, American (1828–1901), *Trees and Stream*, 1861, pencil and white (1969.78).
- Hellenistic, Asia Minor, 1st century B.C.–1st century A.D., *Relief Cup*, ceramic (1969.92).
- Thomas Hill, American (1829–1908), *New Hampshire Mountain Scene*, oil on canvas (1970.2).
- Wenzel Hollar, British (1607–1677), *Seven Angels Dancing*, etching after P. van Avont (1969.28).
- Winslow Homer, American (1836–1910), *Royal Palms, Santiago de Cuba*, ca. 1885, pencil and white chalk (1969.24); *A Parisian Ball – Dancing at the Mabilie*, 1867, wood engraving (1969.54); (A) *Adirondack Scene*, (B) *Barn and Birdhouse*, watercolor (1970.15).
- Daniel Huntington, American (1816–1906), *Coast Scene, Storm Passing Off*, oil on canvas (1970.1).
- Robert Indiana, American (b. 1928), *Number Seven*, color serigraph (1970.8).
- Eugène Isabey, French (1803–1886), *Massacre of St. Bartholomew's Day*, oil on panel (1969.62).
- Karl Kasten, American (b. 1916), *Money Tree*, 1967, intaglio and aquatint (1969.51).
- D. J. Kennedy, American 19th century, *Sailing by Moonlight*, 1885, pencil and white (1969.79).
- Paul Klee, Swiss (1879–1940), *Ein Genius Serviert ein Kleines Frühstück*, 1920, lithograph (1969.74).
- Misch Kohn, American (b. 1916), *Phoenix*, 1968, reverse intaglio (1969.50).
- Käthe Kollwitz, German (1867–1945), *Arbeitslosigkeit* (Unemployed), 1909, etching and aquatint (1969.72).
- Georges Lemmen, Belgian (1865–1916), *Interior with Two Figures*, ca. 1890–95, oil on panel (1969.67).
- Harvey Marx, American (b. 1925), *Woman in a Bag*, 1968, color etching and aquatint (1969.57).

- Ludwig Meidner, German (1884–1966), *Portrait of the Poet Seyerle*, 1914, drypoint (1969.52).
- Martin Meltz, American, 20th century, *Wave*, 1965 (1969.98); *Cedar Waxwings*, 1965 (1969.99); *Boulders at Blackhead*, 1968 (1969.100) and *Driftwood Study*, 1968 (1969.101), black and white photographs.
- Charles Meryon, French (1821–1868), *Le Pont-au-Change, Paris*, ("L'Espérance") 1854, etching (1969.76).
- Mexican, Maya, Classic Period, Jaima Island Style, ca. 500–800, *Seated Man* (1969.84) and *Standing personage with Headdress* (1969.85), terracottas.
- Mexican (Western), Colima, ca. 100 B.C.–A.D. 100, *Two Fighting Shaman*, terracotta (1969.83).
- Edvard Munch, Norwegian (1863–1944), *The Children of the Architect Henry van der Velde*, 1906, lithograph (1969.73).
- Thom O'Connor, American (b. 1937), *Birdlady*, ink on paper (1969.59).
- Max Pechstein, German (1881–1955), *Reiter mit Eseln* (Rider with Donkeys), 1929, woodcut (1969.75).
- Peruvian, Early Nazca, ca. 100–300, *Bridge-spout Vessel*, ceramic (1969.86).
- Omar Rayo, Colombian (b. 1928), *Balalaika*, intaglio (1970.9).
- Michael Ricci, American, 20th century, *Man on the Street*, pen and ink (1969.93).
- M. T. Rich, American, 19th century, *Coastal Scene in Moonlight*, oil on canvas (1969.90).
- Andrew Rush, American, 20th century, *Italian Landscape*, pencil and watercolor (1969.58).
- J. Seeley, American, 20th century, *The Square House*, color woodcut (1969.48).
- Larry Stark, American, 20th century, *Official Government Photography Area*, 1969 (1969.87); *Great American Chick #6*, 1969 (1969.88) and *Everytime Someone Gets on a Bus, I Wonder Why*, 1969 (1969.89), photographic silk screens.
- Victor Vasarely, Hungarian (b. 1908), *Code*, intaglio and color serigraph (1970.10).
- François Verdier, French (1651–1730), *Atlas*, wash over black chalk (1969.66).
- J. S. Wallace, American, 20th century, *Mirage I*, etching and aquatint (1969.49).
- Charles Wells, American (b. 1935), *Head*, 1968, marble (1969.94).
- Brett Weston, American (b. 1911), *Untitled*, 1953, black and white photograph (1969.30).
- Worthington Whittredge, American (1820–1910), *Second Beach, Newport*, oil on canvas (1969.81).

